

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on November 20, 2012, from 9:30 am – 3:30 p.m.

Members Present

M. Diane Bruening, Ed.D.
Patricia L. Carey
Susan Douglas
David Kendall Grant
Ashley Hafner
Amanda Heyser
Gail Jacobs, Ed.D., Co-Chair
Dr. Ida Malian, Vice Chairperson
Leanne Murrillo
Edward O'Neill
Kimberly A. Peaslee
Laura Schweers
Christopher Tiffany
Amy Vanderluit
Nancy K. Williams, Co-Chair
Gene Yarbrough

Others Present

John Copenhaver, Technical Assistance for
Excellence in Special Education
Angela Denning, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Lisa Bernier
Ronald L. Clanton
Robert Hill, Ed.S.
Sharon Lynch

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Dr. Gail Jacobs, Co-Chair, called the meeting to order at 9:35 a.m.	1. None.
2. Approval of September 18, 2012 minutes.	Sue Douglas made a motion which was seconded by Dr. Diane Bruening to approve the minutes of the September 18, 2012 meeting. The motion was approved.	2. Motion carried.
3. Public Comment.	Nancy Williams welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Welcome and Introduction of New Members.	Dr. Ida Malian welcomed seven new members to the Panel. The new members are: Patricia L. Carey, David Kendall Grant, Ashley Hafner, Edward O'Neill, Christopher Tiffany, Amy Vanderluit, and Gene Yarbrough. The new members attended an orientation meeting the previous evening.	4. None.
5. Secondary Transition Mentoring Project (STMP).	Karen Johnson, Ed.D., Transition Specialist, Arizona Department of Education, Exceptional Student Services (ADE/ESS) presented on the Secondary Transition Mentoring Project (STMP). [Attachment 1] ADE/ESS partners with the University of Kansas staff. U of K provides the curriculum. ESS directs the curriculum based on the needs of different Public Education Agencies (PEAs) in our state. There is an average of 13-15 teams per co-hort. There are currently two co-horts: one co-hort is in year one of STMP and the other co-hort is in year two. The grant covers four years of training and support. Cohorts are comprised of teams from PEAs who receive a capacity building grant from ADE/ESS. The purpose of the STMP team is to improve the quality and compliance of transition requirements for Individual Education Programs (IEPs). The training also addresses capacity building in order to develop transition experts in the districts. Dr. Johnson explained the four main goals of the STMP teams. The first goal is to provide training to improve outcomes in Indicators 1,2,13, and 14 of the State Performance	5. None.

Topic	Discussion	Outcome
6. Center for Technical Assistance for Excellence in Special Education.	<p>Plan/Annual Performance Report (SPP/APR). [Indicator 1: Graduation Rates; Indicator 2: Dropout Rates; Indicator 13: Secondary Transition; Indicator 14: Post-Secondary Transition Outcomes]</p>	6. None.
	<p>The co-horts get two years of intense training. They have three two-day trainings during the school year. Year 1 is the introduction year. The second and third years are more direct training. There are a multitude of experts in the field that are involved in the trainings. Year 1 teams focus on Indicator 13. Year 2 teams focus on the transition community, building capacity and sustaining the growth that they've made. The third year of the grant is spent developing interagency collaborations and relationships with other districts. The fourth year is comprised of webinars, phone calls and e-mails to continue the state's support of the participating districts.</p>	
	<p>Potential districts are invited to participate in the STMP trainings based on the monitoring data collected by the ESS specialists. If all the slots are not taken by invited districts then ESS sends the grant invitation to all PEAs in the state.</p>	
	<p>Dr. Johnson fielded questions from the Panel.</p>	
	<p>John Copenhaver, Director of Technical Assistance for Excellence in Special Education (TAESE) updated the Panel regarding his opinions of current regional and national hot topics. [Attachment 2]</p>	
	<p>Issue 1: Common Core Curriculum</p> <ul style="list-style-type: none"> • 47 states involved • How will this impact services for children with disabilities? • Teacher training programs needed 	
	<p>Issue 2: Sequestration Cuts</p> <ul style="list-style-type: none"> • If the cuts take effect on January 1, 2013 they will impact services for children with disabilities 	
	<p>Issue 3: Focus on Results</p> <ul style="list-style-type: none"> • Last year, the Office of Special Education Programs (OSEP) asked States to include a results component to the OSEP monitoring process. 	
	<p>Issue 4: Fiscal Accountability</p> <ul style="list-style-type: none"> • Part of the general supervision responsibility 	
	<p>Issue 5: Elementary Secondary Education Act (ESEA) Waivers</p>	

Topic	Discussion	Outcome
	<ul style="list-style-type: none"> Many States submitted waivers to the U.S Department of Education that outlines their proposed ESEA accountability system. These need to be approved by the USDOE. <p>Issue 6: School Climate and Safe Schools</p> <ul style="list-style-type: none"> Bullying <p>Issue 7: Virtual Special Education</p> <ul style="list-style-type: none"> The Individuals with Disabilities Education Act (IDEA) was last reauthorized in 2004. Virtual education was not an issue in 2004. The current regulations are silent on the issue. Advancements in technology have outpaced the IDEA regulations. <p>Issue 8: Autism</p> <ul style="list-style-type: none"> Number of children with Autism increases every year <p>Issue 9: Students At Risk</p> <ul style="list-style-type: none"> The Americans with Disabilities Act (ADA) Amendments of 2009 strengthened the definition of an individual with a disability <p>Issue 10: Mental Health</p> <ul style="list-style-type: none"> Our country does a fairly good job in addressing the needs of students with physical and health care needs. There is more stigma in relation to individuals with mental health needs. There are growing numbers of students with mental health problems and a need for services. <p>Mr. Copenhaver fielded questions from the Panel.</p>	
7. Preview of Math Curriculum and Instructional Supports from the National Center and State Collaborative (NCSC) Consortia	<p>Audra Ahumada, AIMS A Coordinator, Arizona Department of Education updated the Panel on the development of the assessments for the Common Core Standards.</p> <p>Arizona is part of the National Center and State Collaborative (NCSC). NCSC is a project led by five centers and 24 states (Tier 1 and Tier 2) including the Pacific Assessment Consortium 6 (PAC-6) to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities.</p> <p>The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.</p>	7. None.

Topic	Discussion	Outcome
	<p>As an initial step Arizona will be focusing teacher training on the Curriculum and Instructional Resource Guides so that teachers aren't overwhelmed with the amount of available information. They will be available on the ADE website prior to the winter holiday break for districts.</p> <p>The Curriculum and Instructional Resources provide descriptions of the content and instructional strategies and resources to support teaching and learning of that content for this heterogeneous group of students wherever instruction occurs.</p> <p>The common core connectors (CCCs) were developed to align to the Common Core State Standards. The CCCs identify the most salient grade level core academic content.</p> <p>The focus of the information for this meeting was Mathematics.</p> <p>The connectors for math have been completed. The common core state standard was broken down in a meaningful way in order to provide a pathway for teachers to teach the standard. The connectors have been grouped in a way that is meaningful for instruction and teachers. Those components will be introduced soon.</p> <p>There is a lot of new terminology that the teachers will have to learn. Ms. Ahumada found that this was an area of communication breakdown as she has been introducing the new curriculum to selected districts in Arizona. Training has been restructured to focus on professional development around this area.</p> <p>The Graduated Understandings (GU) assist educators to target instruction in multiple settings by promoting teacher understanding of and student movement towards the Common Core State Standards.</p> <p>The GUs provide educators with an easily interpreted visual representation of the areas of curricular emphasis within and across grades using color-coded charts and "drill down" to possible instructional strategies and supports and scaffolds, specific to CCCs (the Element Cards).</p> <p>Under GUs are Instructional Families. Instructional Families are grouped to provide a structure/schema for teachers that articulate emphasized content within and across grades in mathematics. The CCCs (grade-specific knowledge, skills and abilities) are organized into Instructional Families based on the content students are expected learn.</p> <p>Ms. Ahumada reviewed a sample chart that is an example that connects the learning targets of</p>	

Topic	Discussion	Outcome
	<p>the Learning Progressions Frameworks to the distribution of the Instructional Families and CCCs [included in Attachment 3].</p> <p>Nancy Williams: Don't forget about the adaptive skills in training teachers. Is there a certain percentage of the IEP goals that have to be common core?</p> <p>The Panel asked that individuals who are working on areas of the common core standards for students with higher cognitive abilities speak to the Panel regarding their work in aligning the standards to adapting the professional development materials.</p> <p>Ms. Ahumada fielded questions from the Panel.</p>	
8. Exceptional Student Services	<p>Angela Denning, Deputy Associate Superintendent, ADE/ESS updated the Panel on ESS activities.</p> <p>Earlier this year OSEP suspended the verification visits that were scheduled for 2013. State Special Education Directors, based on verification visits during the 2010-2011 school year and the beginning of the 2011 school year, found the visits to be extremely punitive, not helpful, extremely rigid and less than assistive in meeting the goals that truly needed to be met.</p> <p>Surveys were sent out for all the programs under the Secretary of Education, Artie Duncan. The one program that had extremely negative feedback was OSEP. Melody Musgrove, Director of OSEP, and Ruth Rider, the Assistant Director set out to discover why OSEP had such negative feedback. The feedback showed that OSEP was viewed as punitive and that staff was retributinal and retaliatory. This is when the verification visits were suspended.</p> <p>In March OSEP began talking about Results Driven Accountability (RDA). At the same time, many states submitted waivers from ESEA.</p> <p>The State Performance Plan/Annual Performance Report (SPP/APR) will now focus on student growth and progress over time. When OSEP reviewed the Indicators having to do with compliance they recognized that most states are doing are a good job. However, a review of Indicators covering student performance caused some concern.</p> <p>[Following Item No. 9 in the minutes, Ms. Denning returned to her ESS updates.]</p> <p>OSEP is working on revamping the current state evaluation system but hasn't come to a final determination as of yet.</p> <p>Ms. Denning shared 2010 SPP data with the Panel.</p>	8. None.

Topic	Discussion	Outcome
	<p>Ms. Denning discussed how states that have obtained the ESEA waiver are measuring graduation results for students who graduate in more than four years. Panel members discussed how it is more important that a student graduate than how long it takes to graduate.</p> <p><i>[Ashley Hafner arrived at 2:11 pm.]</i></p> <p><i>[Ida Malian left the meeting at 2:30 pm.]</i></p> <p>Panel members discussed the data results.</p> <p>Ms. Denning fielded questions from the Panel.</p>	
9. Community College Disability Resource Centers	<p>Cindy Jepsen, Manager, Disability Resources and Services, Mesa Community College presented to the Panel on supports for students with disabilities. [Attachment 4]</p> <p>There are three federal mandates that colleges and universities are charged to uphold. The Disability Resources and Services office at Mesa Community College ensures that the college upholds these mandates. Academic accommodations are part of this process.</p> <p>Rehabilitation Act of 1973, Section 504</p> <ul style="list-style-type: none">• Applies to institutions receiving federal funds• Prohibits discrimination by protecting the rights of persons with disabilities <p>Rehabilitation Act of 1973, Section 508</p> <ul style="list-style-type: none">• Defines barriers to electronic information access• Web sites and course management applications <p>Americans with Disabilities Act of 1990</p> <ul style="list-style-type: none">• Extends coverage of Section 504 regardless of federal funds• Ensures equal opportunity• Prohibits discrimination• Recently amended to broaden scope of coverage (effective January 1, 2009) <p>In order to receive modifications/accommodations and support in their college classes, students must register with the Disability Resource Center (DRC).</p> <p>There are many differences between high school and college. College examples:</p>	9. None.

Topic	Discussion	Outcome
	<p>Instruction</p> <ul style="list-style-type: none">• There are no special education classes in college• Professors are not required to modify curriculum or alter assignment deadlines• Students are assigned substantial amounts of reading and writing which may not be directly addressed in class <p>Modifications vs. Accommodations</p> <ul style="list-style-type: none">• Accommodations requested by the student are provided on a course by course basis• Students are responsible for informing their instructor(s) that they have academic accommodations through the DRC and follow up with those accommodations throughout the semester <p>Grades</p> <ul style="list-style-type: none">• Grades on tests and major papers usually provide most of the course grade• Watch out for your first tests. These are usually “wake up calls” to let you know what is expected – and may account for a substantial part of your course grade• Attendance may or may not be included as a grading component <p>Time Management</p> <ul style="list-style-type: none">• You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class• Guiding Principle: You are expected to take responsibility for what you do and don’t do, as well as for the consequences of your decisions <p>Self-Advocacy</p> <ul style="list-style-type: none">• Student must self-identify to the Disability Resource Center• Primary responsibility for self-advocacy and arranging accommodations belongs to the student <p>Parental Role</p> <ul style="list-style-type: none">• Parent does not have access to student records without student’s written consent• Student advocates for self• It is inappropriate for parents to contact instructors or most school personnel <p>Ms. Jepsen shared some tips for helping students prepare for college. These include:</p> <ul style="list-style-type: none">• Make sure that they have the proper documentation for diagnosing their disability [clear Medical diagnosis]• Attend the college transition events	

Topic	Discussion	Outcome
	<ul style="list-style-type: none">• Visit the Disability Resources and Services office at their college of choice• Develop self-determination and self-advocacy skills <p>Ms. Jepsen informed the Panel that students can take a math substitution class if they can show that they have a math disability. A math substitution can be given to a student who has a math disability and has tried to pass math with accommodations and extra support services -- as long as the degree program they are in isn't something that requires math. Example: Engineering, Nursing, Business, etc. The class is substituted with a course that has analytical thinking in it but not with numbers. Some classes that can substitute for a math class include: an argumentative communication class or a philosophy class.</p> <p>Panel members briefly commented on the ability to take a math substitution class in college but that this isn't an option in high school. High school students who can't pass their math classes will not be able to graduate.</p> <p>Skills important for students include:</p> <ul style="list-style-type: none">• Self-determination and self-advocacy skills• Time management <p>Ms. Jepsen discussed the pro's and con's of online classes.</p> <p>Students must meet the college's essential technical, academic, and institutional standards regardless of the disability.</p> <p>Ms. Jepsen discussed the steps necessary to enroll a student in college and how to register as a student with a disability. This information can be found on the college website.</p> <p>How can parents/educators support the transition process?</p> <ul style="list-style-type: none">• Make sure that college-bound students have the proper documentation<ul style="list-style-type: none">○ Funding for evaluation is usually the biggest issue – who is responsible?○ Consider waiting for a high school re-evaluation until the student is 16 so adult norms can be used• Take advantage of college transition events• Visit the Disability Resources and Services offices• Assist students with the financial aid process <p>Ms. Jepsen fielded questions from the Panel.</p>	
10. Superintendent	Superintendent of Public Instruction, John Huppenthal talked briefly with the Panel and fielded	10. None.

Topic	Discussion	Outcome
Huppenthal's Report and Updates.	Panel questions.	
11. Special Education Advisory Panel.	<p>Susan Douglas made a motion which was seconded by Kim Peaslee to approve the 2011-2012 SEAP Annual Report. Ms. Douglas pointed out a typographical error on page 12.</p> <p>The motion, with the typo corrected, was approved.</p> <p>Due to lack of time, all other items on the agenda were tabled.</p>	11. Motion Approved.
12. Adjournment.	<p>The next SEAP meeting is scheduled for January 15, 2013. It will be held at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ.</p> <p>The meeting was adjourned at 3:30 pm.</p>	12. Adjournment.